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ABSTRACT

This eighth in a series of eight learning modules on professional role and development is designed to give secondary and postsecondary vocational teachers skill to supervise student teachers in a vocational education program--guiding them through the student teaching experience and evaluating their progress. The terminal objective for the module is to supervise a student teacher while serving as a cooperating teacher in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required readings, a checklist for demonstrating instructional techniques, a case study on the student teacher conference, a vocational student teacher evaluation instrument, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on professional role are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

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ED153083

MODULE

I-8

Supervise Student Teachers

MODULE I-8 OF CATEGORY I—PROFESSIONAL ROLE AND DEVELOPMENT
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AA VIM

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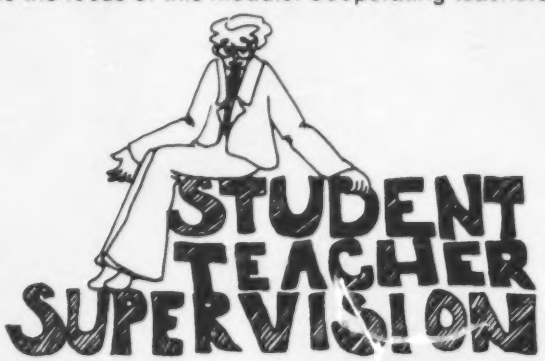
The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

This module has been planned for the **experienced** vocational teacher who has been or will be assigned to supervise a student teacher in a vocational education program. This is the last of a series of three related modules concerned with the laboratory experience phase of teacher education. The other two modules are devoted to the topics of providing early laboratory experiences (Module I–6) and planning the student teaching experience (Module I–7). In each of these modules, laboratory experiences are perceived as beginning early in the prospective teacher's educational program and continuing throughout the professional preparation program, parallel to and interrelated with formal course work.

After initial planning for the student teaching experience has been completed, the student teacher arrives at the assigned school ready for the culminating experience of working full-time with students in the school. At this point, the cooperating teacher takes up the very important role of being supervisor of the beginning teacher.

The critical task of student teacher supervision is the focus of this module. Cooperating teachers



working in traditional teacher education programs, as well as cooperating teachers in modularized, performance-based teacher education programs, should find these learning experiences helpful in preparing them to be effective in their role.

It is generally agreed that the student teaching component is one of the most valuable experiences in the preparation of vocational teachers. This experience provides the final opportunity for student teachers to increase the quality of their teaching performance and the scope of their competencies in working with students. In their work in an actual classroom or laboratory, student teachers will be able to apply teaching skills, practice decision-making, relate educational theory to classroom practice, and develop their own teaching styles under conditions of assistance and support.

Each student teacher will present a different background of knowledge and experience, and a varying range and degree of teaching competence. While excellence should be a constant goal, it is unrealistic to expect perfection of the student teacher. Like all good teachers, the student teacher is a learner and, as such, should be expected to show ever increasing personal and professional development. If the student teacher is an able individual, and if supervision of the student teaching experience is conscientiously undertaken, the student teacher should be prepared to successfully assume the position of a beginning teacher at the end of the experience.

The two crucial components of student teaching are the **interpersonal relations** component and the **instructional** component. The first involves the relationships between the student teacher and the cooperating teacher, related personnel, and the school students, with all the attendant attitudes, values, and emotions. The second component involves the process of instruction, including instructional content, teaching strategies, and personal teaching style.

As a cooperating teacher you are in the vital position of affecting both of these components of teaching. You function as counselor, friend, and colleague in the interpersonal component, and as a model of excellence in the instructional (which includes guidance and evaluation) component. You are often the single most influential element in the development of the beginning teacher.

This module is designed to give you the skill you will need to supervise student teachers in a vocational education program. It will help you develop competency in guiding student teachers through the student teaching experience and in evaluating their progress.

ABOUT THIS MODULE

Objectives

[redacted]

Enabling Objectives:

1. After completing the required reading, demonstrate an instructional technique to a peer role-playing a student teacher (*Learning Experience I*).
2. After completing the required reading, critique the performance of a hypothetical cooperating teacher in a given case script in conducting a student teaching conference (*Learning Experience II*).
3. After completing the required reading, critique the performance of a student teacher in a videotape in presenting a lesson (*Learning Experience III*).

Prerequisites

To complete this module, you must have competency in providing laboratory experiences for prospective teachers and in planning the student teaching experience. If you do not already have these competencies, meet with your resource person to determine what method you will use to gain these skills. One option is to complete the information and practice activities in the following modules:

- *Provide Laboratory Experiences for Prospective Teachers*, Module I–6
- *Plan the Student Teaching Experience*, Module I–7

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Required

A peer to role-play a student teacher to whom you are demonstrating an instructional technique, and to critique your performance in demonstrating the technique. If a peer is unavailable, you may demonstrate the technique to your *resource person*.

Optional

Reference: Johnson, James A. and Roger A. Anderson. *Secondary Student Teaching: Readings*. Glenview, IL: Scott, Foresman and Co., 1971. (Out of print)

Videotape equipment for taping, viewing, and self-evaluating your conferences and demonstration.

Learning Experience II

Optional

Reference: Association of Teacher Educators. *Supervisory Conference as Individualized Teaching*. Bulletin No. 28. Washington, DC: ATE, 1969. (Out of print)

Learning Experience III

Required

Reference: Hamilton, James B. and Karen M. Quinn. *Resource Person Guide to Using Performance-Based Teacher Education Materials*. Athens, GA: American Association for Vocational Instructional Materials, 1978 (required only if you are working with a college or university using a PBTE program).

Videotape equipment for viewing a videotaped presentation.

A videotape of a student teacher presenting a lesson which you can view.

A resource person with whom you can view the videotape and compare your written evaluations.

Optional

The student teaching and/or cooperating teacher manual from the college or university with which you are working which you can review.

Learning Experience IV

Required

An actual school situation in which, as part of your duties as a cooperating teacher, you can supervise student teachers.

A resource person to assess your competency in supervising student teachers.

Terms in This Module

Prospective Teacher . . . refers to a college student who has an expressed interest in becoming a teacher. He or she may be at an early exploratory stage in his or her education and commitment, or may have fully developed plans for entering the profession.

Student Teacher . . . refers to a student who is in the final period of supervised induction into teaching, and who is functioning in the role of the teacher in an actual school program.

Laboratory Experiences or Clinical Experiences . . . refers to supervised experiences in actual school programs, provided for prospective teachers. Included are observation of students and schools, participation in educational activities, and short sessions of actual teaching.

Cooperating Teacher . . . refers to an experienced vocational teacher working in a school, who is cooperating with a teacher education program by providing the laboratory experiences needed by prospective teachers.

College Supervisor . . . refers to a faculty member of a teacher education institution who assumes responsibility for organizing and supervising the laboratory experiences of prospective teachers.

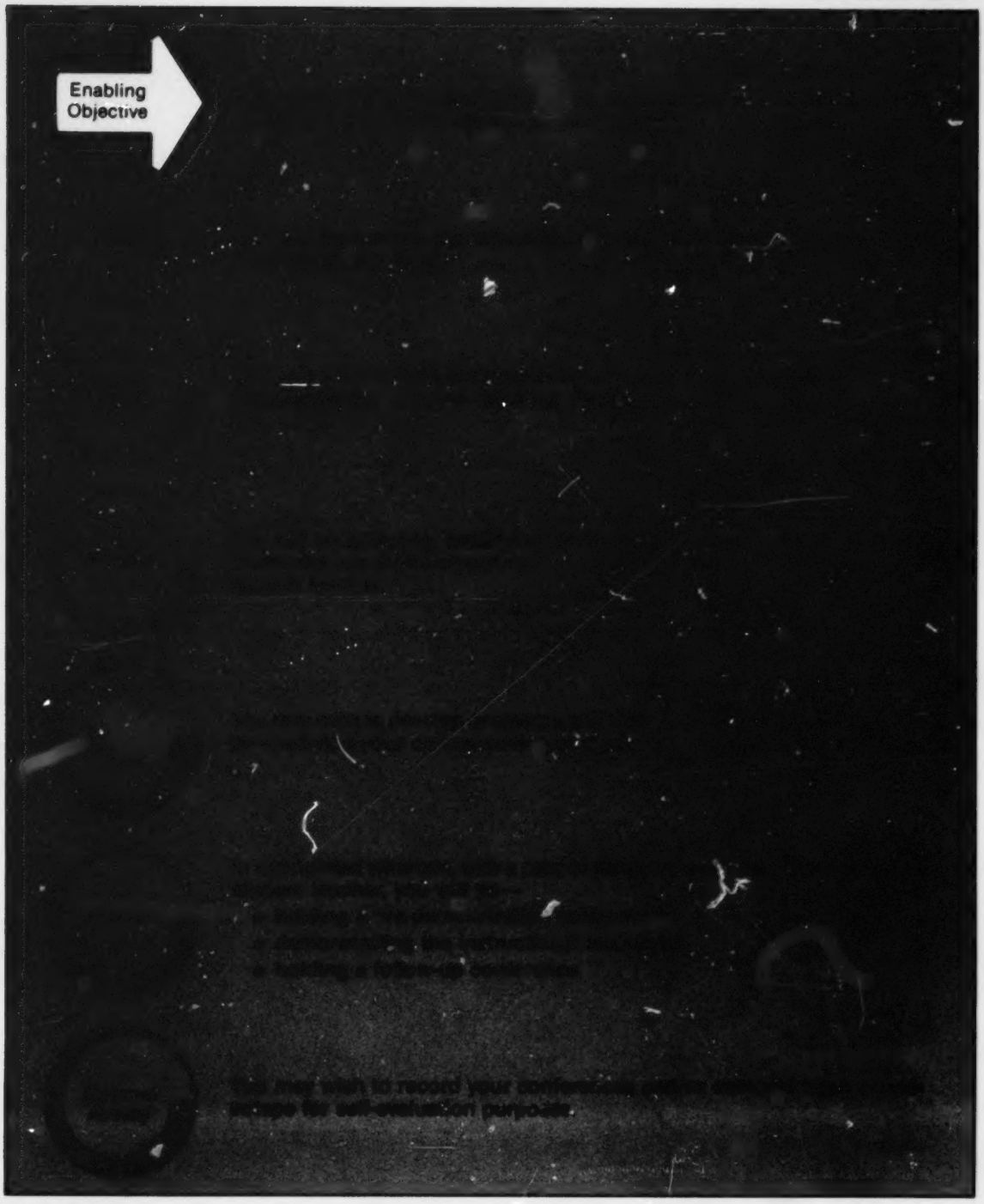
This module covers performance element numbers 327–329 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

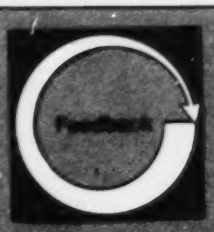
For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

NOTES

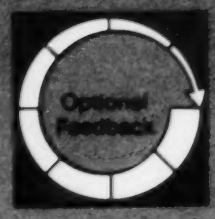
Learning Experience I

OVERVIEW





Your competency in demonstrating an instructional technique will be evaluated by your peer or by your resource person, using the Checklist for Demonstrating Instructional Techniques, p. 13.



If you videotaped your presentation, you may wish to evaluate your own performance, using the Checklist for Demonstrating Instructional Techniques, p. 15.

Activity

For information on the purposes of, and procedures for, demonstrating instructional techniques for student teachers, read the following information sheet:

DEMONSTRATING INSTRUCTIONAL TECHNIQUES

Among the major purposes of the student teaching experience are those of enabling student teachers to increase their skill in instructional techniques, polish their teaching performance, and develop their own presentation style. Student

teachers will, of course, come to the school with some basic understandings and foundational competence in instructional skills. However, they will need much more assistance and practice with real students in order to reach the level of proficiency desired in beginning teachers.

As a cooperating teacher, you need to strive to provide a model of excellence in the use of instructional techniques. You need to present lessons to the class which employ appropriate instructional strategies performed with skill, smoothness, and poise. Through careful observation of your professional abilities, student teachers can become familiar with the use of good instructional techniques, and will tend to pattern their use of these techniques after your model.

In order for student teachers to learn through demonstration lessons, several conditions are necessary.

- The student teacher should feel a personal need to develop the instructional technique to be demonstrated.
- The instructional skill should be demonstrated in a clear and easily observed teaching situation.
- The instructional skill should be performed at a level of competence that will make its effectiveness apparent to the student teacher.

The list presented in Sample 1 identifies instructional techniques commonly used by vocational teachers. Together in conference, you and the student teacher should choose several techniques from the list that can be demonstrated in the classroom to good effect, and that will aid the student teacher in developing effective instructional techniques.

To aid in this planning, you need to have certain resources available at the conference. These resources may include your unit plans, your lesson plans, and the student's informational folder from the university or college, if one is available. Student teachers will want to choose those techniques in which they feel the need for further help through effective example. Cooperating teachers will want to be sure to demonstrate the techniques in which they are particularly competent and experienced.

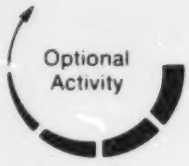
It is important that you **prepare** your student teacher for what he/she will be observing. You should explain (1) how the lesson fits into the unit, (2) how the instructional technique you will be demonstrating aids you in meeting the lesson objectives, and (3) what to look for in your demonstration of the technique. Providing the student teacher with a checklist covering the key aspects of the instructional technique is a good way to ensure that he/she will get the most out of observing your performance.

After you select and then present the lesson, you should hold a follow-up conference on the lesson and its results with the student teacher. It may be

helpful to videotape the demonstrated technique for use in the follow-up conference. In the conference, you can describe what you did and why, and the student teacher can react to the lesson and ask further questions that may help him/her in performing the technique.

You should try to be as open and non-defensive as possible during this critique session. If certain aspects of the lesson didn't go quite as well as planned, you should admit this and tell the student teacher why something went wrong, and how it could be improved. The student teacher can learn from problems as well as successes.

SAMPLE 1



For further information on observations during the student teaching experience, you may read Johnson and Anderson, *Secondary Student Teaching: Readings*, pp. 23–32.

Select, modify, or develop a lesson plan which includes an instructional technique you could demonstrate for a student teacher. For example, you might select a lesson which includes a manipulative skill demonstration. (In a real world situation, you would meet with your student teacher to decide cooperatively on the teaching technique(s) in which he/she feels the need for help. For this practice activity, however, you should choose a technique you feel particularly competent to demonstrate.)

You may wish to develop or select a checklist to guide the person who will be role-playing your student teacher in observing the key aspects of your teaching performance. For example, if you wish to present a lesson which includes the use of a manipulative skill demonstration, you may wish to give the observer a copy of the Teacher Performance Assessment Form from Module C–16, *Demonstrate a Manipulative Skill*, to refer to when observing your demonstration.

In a simulated situation with a peer, (1) hold a pre-demonstration conference in which you explain the technique you will be demonstrating, (2) demonstrate the technique, and (3) hold a follow-up conference. This peer will serve two functions: (1) he/she will role-play the student teacher for whom you are demonstrating the teaching technique, and (2) he/she will evaluate your performance. If a peer is not available to you, you may hold the conferences with, and demonstrate the technique for, your resource person.

If you wish to self-evaluate, you may record your performance on videotape so you may view your conferences and demonstration at a later time.

Multiple copies of the Checklist for Demonstrating Instructional Techniques are provided in this learning experience. Give a copy to your peer, or to your resource person, before the pre-demonstration in order to ensure that he/she knows what to look for in your performance. However, indicate that during the conferences and demonstration, his/her attention is to be directed toward you, and that the checklist will be completed **after** the follow-up conference.

If you videotaped your lesson, you may wish to self-evaluate using a copy of the Checklist for Demonstrating Instructional Techniques.

NOTES

CHECKLIST FOR DEMONSTRATING INSTRUCTIONAL TECHNIQUES

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
During the pre-demonstration conference, the teacher:				
1. explained to the student teacher the importance of the instructional technique to effective vocational teaching	☐	☐	☐	
2. explained to the student teacher the reasons for choosing the teaching strategy or approach to be demonstrated	☐	☐	☐	
3. used unit plans, lesson plans, and/or checklists to prepare the student teacher for the observation	☐	☐	☐	
4. answered any questions concerning the technique to be demonstrated	☐	☐	☐	
In demonstrating the instructional technique, the teacher:	☐	☐	☐	
5. used the proper tools, equipment, and materials	☐	☐	☐	
6. made the elements, steps, or procedures of the technique clear in the lesson	☐	☐	☐	
7. performed the technique at a high level of proficiency	☐	☐	☐	
During the follow-up conference, the teacher:				
8. reviewed the lesson and the technique which had been demonstrated	☐	☐	☐	
9. encouraged clarifying questions from the student teacher	☐	☐	☐	
10. discussed ways in which the student teacher could incorporate the technique into his/her own teaching	☐	☐	☐	

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

CHECKLIST FOR DEMONSTRATING INSTRUCTIONAL TECHNIQUES

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

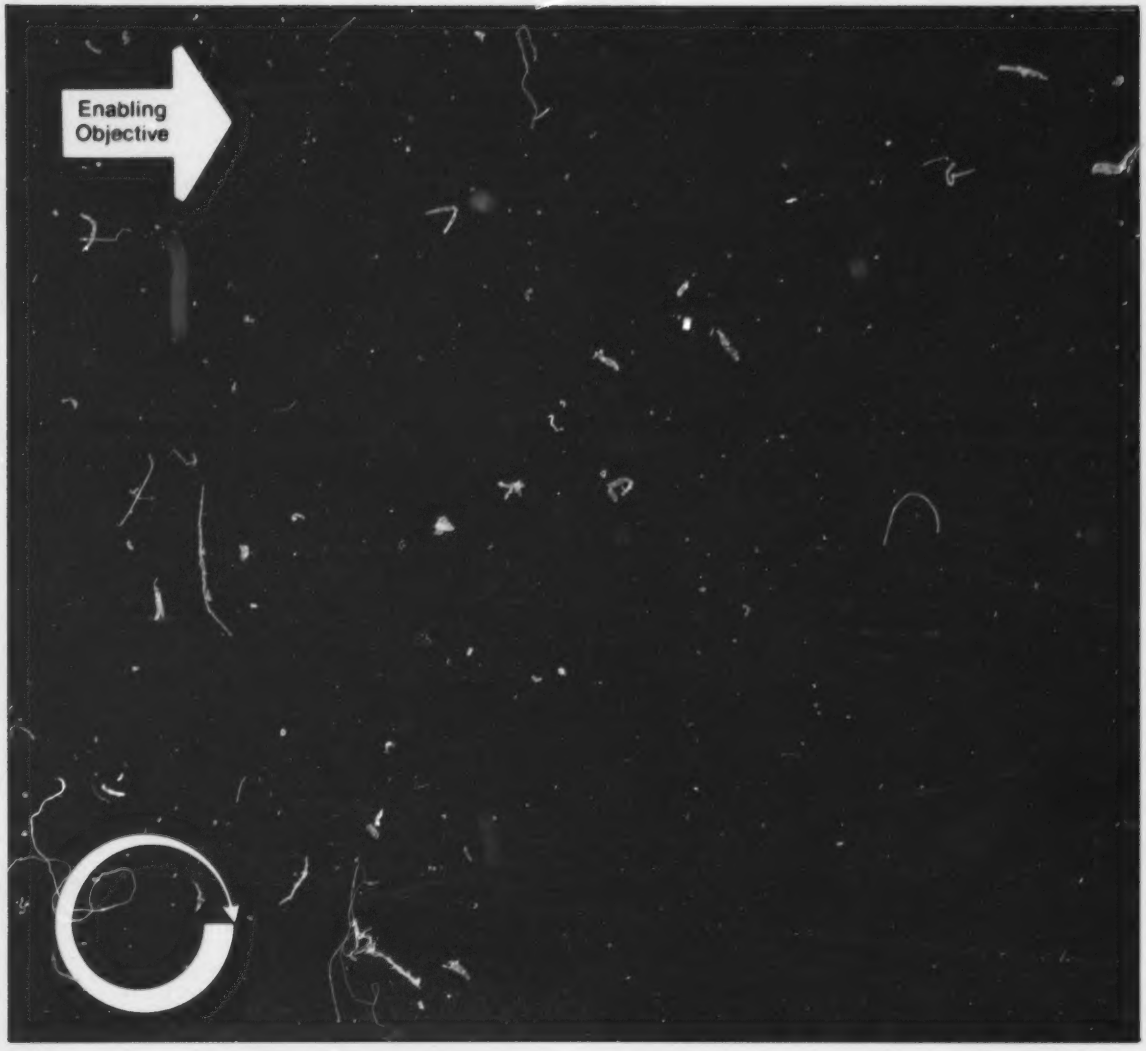
	N/A	No	Partial	Full
During the pre-demonstration conference, the teacher:				
1. explained to the student teacher the importance of the instructional technique to effective vocational teaching	☐	☐	☐	
2. explained to the student teacher the reasons for choosing the teaching strategy or approach to be demonstrated	☐	☐	☐	
3. used unit plans, lesson plans, and/or checklists to prepare the student teacher for the observation	☐	☐	☐	
4. answered any questions concerning the technique to be demonstrated	☐	☐	☐	
In demonstrating the instructional technique, the teacher:				
5. used the proper tools, equipment, and materials	☐	☐	☐	
6. made the elements, steps, or procedures of the technique clear in the lesson	☐	☐	☐	
7. performed the technique at a high level of proficiency	☐	☐	☐	
During the follow-up conference, the teacher:				
8. reviewed the lesson and the technique which had been demonstrated	☐	☐	☐	
9. encouraged clarifying questions from the student teacher	☐	☐	☐	
10. discussed ways in which the student teacher could incorporate the technique into his/her own teaching	☐	☐	☐	

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

Learning Experience II

OVERVIEW



Activity

For information on conducting student teaching conferences as part of a planned program of student teacher supervision, read the following information sheet:

CONDUCTING STUDENT TEACHING CONFERENCES

All cooperating teachers will develop their own methods of conducting student teaching conferences and will bring to the conferences their own style of interpersonal relations. There are, however, some suggested practices that may be helpful as you work for the first time in a conference setting with your student teacher.

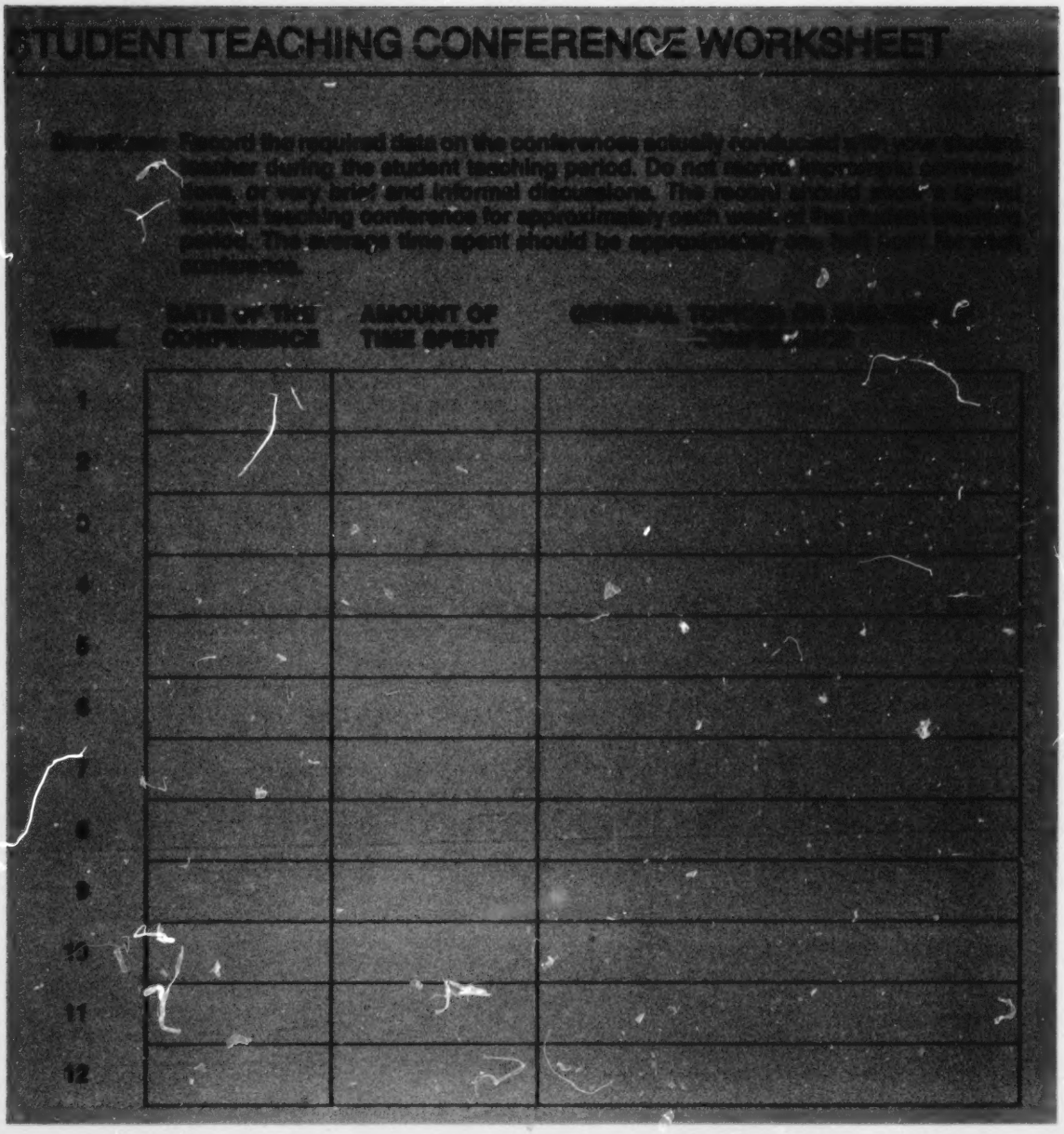
The consultation or conference session may be developed in the following steps.

1. The cooperating teacher serves as chairperson of the conference session and opens the discussion by asking the student teacher to evaluate his/her teaching performance.
2. The cooperating teacher presents his/her conclusions and recommendations regarding the student teacher's performance.
3. If present, the college supervisor is given an opportunity to ask questions, comment, and make suggestions for future courses of action for the student teacher or the cooperating teacher.
4. The conference should end with a definite plan of action which is clearly understood by all the persons involved.

Although preparation for the conference is a mutual responsibility, the major responsibility rests with you, the cooperating teacher. This preparation cannot be complete in that you will not always know in advance what questions or concerns your student teacher will bring to the conference. But, if you have planned in advance with your student teacher for regular conference sessions and have set up certain guidelines for these conferences, you should be able to structure a valuable and helpful meeting.

As a first step in planning a conference schedule, you and your student teacher need to examine the list of activities and responsibilities that will make up the student teaching experience. You will probably want to plan to have conferences on (1) lesson planning, (2) specific teaching techniques, (3) student progress and behavior, and (4) evaluation of student learning. A worksheet for such a student teaching conference is provided in Sample 2. Such a form could be used to **plan** a schedule of specific student teaching conferences, and/or to **record** the date, subject, and length of conferences actually held. A record of this kind can also be valuable as a review so you can be sure that, as the student teaching period progresses, the important topics are being given proper attention. Scheduling a minimum of one or two conferences each week is advisable. Generally, conferences should be held more frequently in the **early** part of the student teaching period when closer supervision is usually necessary.

SAMPLE 2



STUDENT TEACHING CONFERENCE WORKSHEET

Directions: Record the required data on the conferences actually conducted with your student teacher during the student teaching period. Do not record incidental conversations, or very brief and informal discussions. The record should reflect a formal, scheduled teaching conference for approximately each week of the student teaching period. The average time spent should be approximately one hour per formal conference.

WEEK	DATE OF THE CONFERENCE	AMOUNT OF TIME SPENT	GENERAL TOPICS OR AREAS OF CONFERENCE
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Every conference should have a definite purpose, and this purpose should be known beforehand and clarified at the outset of the meeting. The purpose may be to plan a unit and/or a series of lessons, or to discuss an instructional technique, an open house, or any topic of concern to the student teacher or to you. You may want to discuss the method you will be using to observe the student teacher's performance (e.g., videotaping, audiotaping, or taking notes) and how the student teacher will be evaluated.

Usually, student teachers will be evaluated using pre-established criteria. You may well use a checklist covering these pre-established criteria, especially in performance-based teacher education programs. This observation procedure needs to be understood by the student teacher prior to his/her teaching performance.

In follow-up conferences, you should encourage the student teacher to express his/her feelings about the teaching experience. For example, the

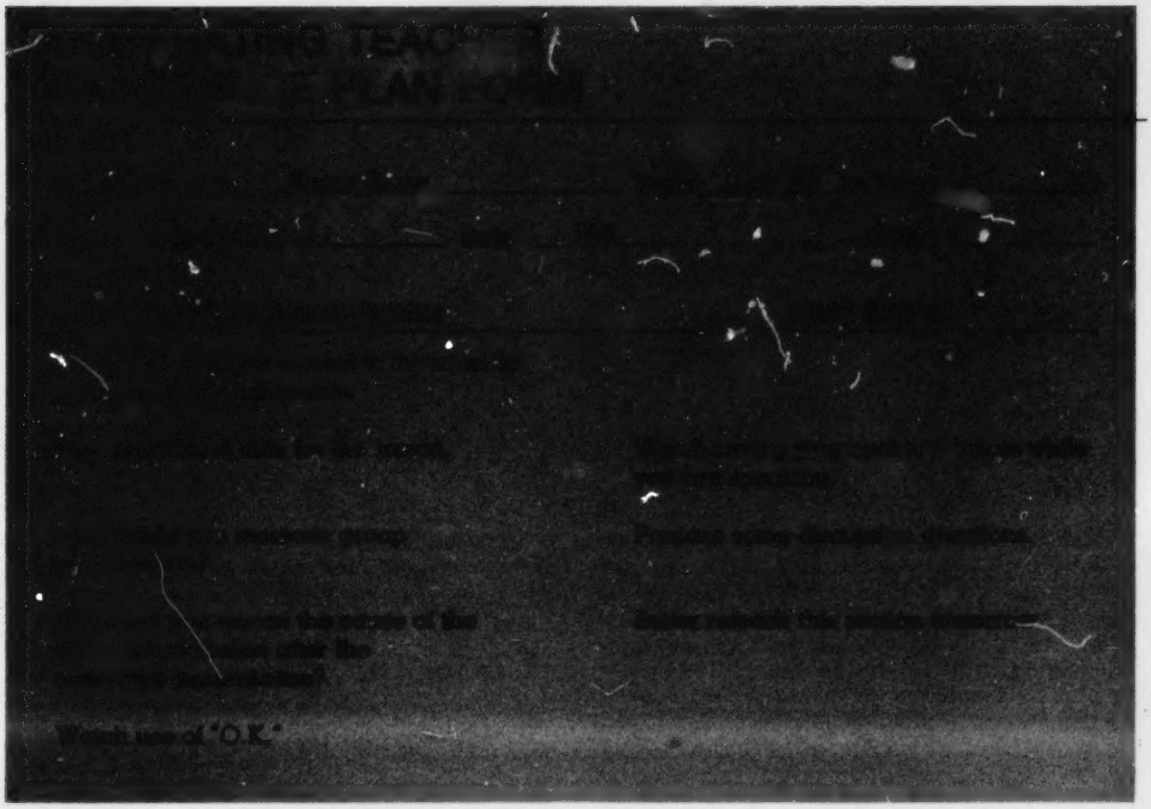
student teacher might say, "Boy, I bombed out. I finished my ten-page lesson plan in 15 minutes. All I could think to do with the remaining 40 minutes was to have the students clean the laboratory."

With this lead, you could discuss some ideas for improving the lesson, such as, "I noted that you spent most of the time lecturing. In your next lesson plan, you may want to include some key questions that would stimulate student discussion." You might also plan to demonstrate oral questioning techniques for your student teacher if you both determine that he/she needs help with this instructional technique.

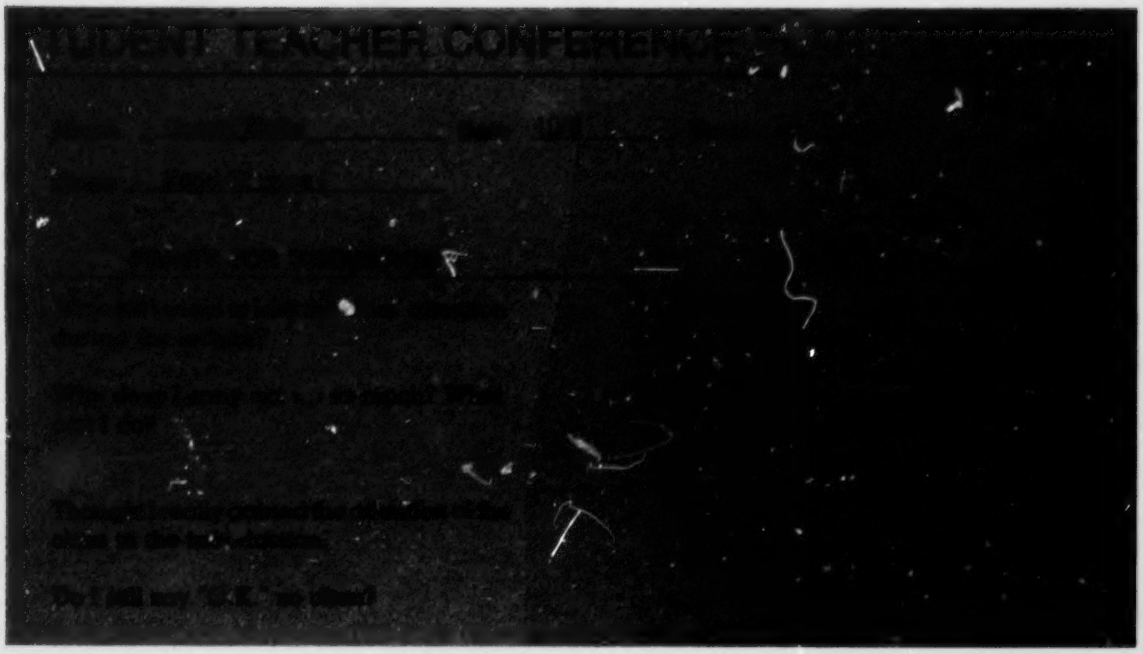
To be supportive, you might add, "By the way, I'm so pleased you thought on your feet and had the students clean the laboratory, rather than calling on me to finish the class period." In this case, you are suggesting a way to improve lesson planning and also giving praise for resourcefulness.

A single form for conference plans can be prepared and used by both the cooperating teacher and the student teacher. Such a plan aids in communication and provides a written record of the plans for achievement. Samples 3 and 4 are examples of such conference plan forms. The first was completed by a cooperating teacher and the second by a student teacher on the same lesson. These forms assist both the cooperating teacher and the student teacher in bringing up specific concerns at a conference.

SAMPLE 3



SAMPLE 4



The following are some **guidelines for holding conferences** with student teachers.

- Confer regularly with the student teacher. Initially, a conference session may be a daily occurrence. As the student teacher gains confidence, these sessions can be held less frequently or for shorter periods of time.
- Encourage the student teacher to observe your teaching and evaluate it. You will need to be open and non-defensive in discussions of your teaching so the student teacher can develop assurance in his/her own self-evaluation.
- Promote self-evaluation. A student teacher needs to learn this basic skill in order to continue to grow and to develop teaching expertise after she or he graduates and begins to teach.
- Provide a reasonable and honest balance between praise and criticism. This balance must be determined on the basis of the individual needs of the student teacher.
- Put the student teacher at ease and encourage clarifying questions.
- Be specific when giving praise or criticism. Statements such as, "You did a good job today," or, "I liked that demonstration," do not provide a basis for reinforcement or further improvement. Rather, statements such as, "Your stopping the movie projector to answer the question John asked was excellent. Let's discuss why this is true," provide specific, constructive information and support.
- Expect professional growth and development on an ever increasing scale of quality, but do not expect perfection.
- Encourage the student teacher to try new ways of getting the job done and new approaches to old problems. Make concrete suggestions for alternative courses of action such as, "How about standing by John's chair; maybe your being near him will help restrain him from continually walking around the room."
- Use a supportive and positive approach rather than a negative or critical approach when working with the student teacher. Allow student teachers to maintain their self-esteem and confidence.
- Consider the conditions under which the student teacher is operating. Allowances must be made for the student teacher's lack of experience and lack of knowledge of the class.
- Have the student teacher summarize the conference session by asking questions such as "What have we agreed upon?"

A checklist highlighting these points which you might wish to use to evaluate your performance in conducting a conference with a student teacher is shown in Sample 5.

SAMPLE 5

STUDENT TEACHING CONFERENCE CHECKLIST

As a cooperating teacher, I:	Yes	No
1. provided an appropriate physical setting for the conference (quiet, private atmosphere)	☐	☐
2. gave evidence of having prepared for the conference and having given the relevant matters thought and study	☐	☐
3. exhibited behavior designed to put the student teacher at ease (open, friendly, accepting in manner)	☐	☐
4. established, with the cooperation of the student teacher, the topic or goals of the conference	☐	☐
5. gave the student teacher opportunity to express personal concerns, anxieties, or satisfactions (guided the student teacher in self-expression and self-evaluation)	☐	☐
6. was accepting and supportive when the student teacher gave expression to thoughts, feelings, and reactions to the teaching situation	☐	☐
7. provided positive expressions of approval, support, and reinforcement about the student teacher's progress and performance whenever possible	☐	☐
8. suggested possible courses of action and/or alternative solutions to teaching problems	☐	☐
9. elicited from the student teacher ideas for working out problems and plans for future experiences	☐	☐
10. summarized, in cooperation with the student teacher, the results of the conference and the agreed upon courses of action for the future	☐	☐

For additional information on the purposes and objectives of the conference in student teaching, patterns of verbal interaction, nonverbal communication, learning principles, and principles of effective conferences, you may wish to read *Supervisory Conference as Individualized Teaching*, pp. 6–33.

The following Case Script describes how Mr. Timothy Massaro, a cooperating teacher, conducted a conference with his student teacher, Ms. Ann Hughes. Read the script, and then **explain in writing** (1) the strengths of the teacher's performance, (2) the weaknesses of the teacher's performance, and (3) how the teacher should have handled his responsibilities.

CASE SCRIPT

Mr. Massaro is sitting behind his desk in the child care laboratory at the Wayne County Vocational School at the end of the school day. Several students are working at tables setting up a science display. Ms. Hughes arrives promptly at 3:30 for a planning conference. This is the beginning of Ms. Hughes' second week in the school. Daily conferences were held the first week. The scheduled purpose of today's conference is to discuss Ms. Hughes' observations of a field trip to the Stadium Child Development Center, and to plan another field trip.

Mr. Massaro:

Hello, Ann. Thanks for being on time. I know we both have appointments at 4 o'clock today . . .

Ms. Hughes:

Hello, Mr. Massaro.

Mr. Massaro:

Have a seat at the table, Ann, and help yourself to coffee.

Ann pours herself some coffee and joins Mr. Massaro at the table.

Now, let's see . . . what are we supposed to be meeting about today?

Ms. Hughes:

We had scheduled the conference to discuss the field trip the afternoon class took to the Stadium Child Development Center and to plan next week's trip to the Montessori School.

Mr. Massaro:

Oh yes, right. Well, what did you think of the trip, Ann?

Ms. Hughes:

It seemed like a good learning experience. The students were very excited about the trip; even Bill Burden was in class today.

Mr. Massaro:

Yes, we had perfect attendance when we left, but we lost one on the return trip. Eva Nescent turned up missing.

Ms. Hughes:

Really? I didn't notice that.

Mr. Massaro:

When you've been teaching as long as I have, you notice these things; they become second nature.

Ms. Hughes looks over at the students working nearby.

Ms. Hughes:

What will you do about it?

Mr. Massaro:

Well, I'll probably call the student in and have a talk with her. She was there for the tour, but evidently split rather than taking the bus back to school. Any other comments, Ann?

Ms. Hughes:

You know, I had so many questions at the time, but now I can't seem to think of any of them. Oh, yes, how do you make arrangements for transportation?

Mr. Massaro:

Well, at this school, we schedule all field trips through the assistant vocational director at least a week in advance. She, in turn, makes arrangements with the district transportation director. I usually set up my field trips at the beginning of each semester and give the schedule to the assistant vocational director. Then, I notify her only of any changes in the field trip schedule.

Ms. Hughes:

Since I'm going to be handling the field trip next week, what advance preparations will I need to make?

Mr. Massaro:

What do you think?

Ms. Hughes:

I guess I'll need to have a list of the students so I can take roll and make arrangements for transportation . . . unless this has already been done?

Mr. Massaro:

It has. That's all been arranged as I indicated before. Ann, do you see how this field trip can be worked into our unit objectives . . . and what class activities might enhance this field trip experience?

Ms. Hughes:

Well, uh, I'm really not sure what the unit objectives are, but . . . I guess a class discussion on programs and facilities in the field of child care, with a worksheet covering specific questions they could explore on the trip, might be valuable.

Mr. Massaro:

That sounds fine. Why don't you work up something on this to do the day before the trip? Plan on using about 20 minutes. What about after the field trip?

Ms. Hughes:

Well, I suppose we could discuss the answers to the questions on the worksheet.

Mr. Massaro:

Yes, that would be appropriate. Okay, it's 4 o'clock, so we'd better stop now. See you tomorrow, Ann.

Mr. Massaro puts on his coat and hurries out.

Compare your completed written critique of the Case Script with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Mr. Massaro certainly made an effort to put Ms Hughes at ease. He set a warm, informal tone by offering her coffee, complimenting her, mentioning their plans for later in the day, and working at a table rather than staying behind his desk. But, this atmosphere may have been spoiled by the lack of privacy in the room. Several students were working nearby; if this had been an evaluation conference, Ms. Hughes might have been very hesitant to discuss her concerns or real feelings. In this case, she probably said less than she would have if the conference had been held in private.

In any case, Mr. Massaro never did give Ann much opportunity to express her concerns or anxieties. His questions were somewhat superficial ("What did you think of the trip?" "Any other comments?") and, even when he did ask a more meaningful question (about working the trip into the unit objectives), he failed to follow up on her obvious uncertainty.

Mr. Massaro no doubt means well, but he seems to be a little bit lazy about his responsibilities as a cooperating teacher. He has evidently worked out a conference schedule with his student teacher and appears to be following through on it, but unfortunately his preparation seems to have stopped there. We don't know whether he developed a student teaching conference worksheet, but if he did, he certainly didn't have it available at the conference. He was unsure of the purpose of the conference, apparently brought no notes or conference planning form with him, took no notes during the conference, and made no record of any decisions made or plans agreed upon.

Ms. Hughes needed a great deal more guidance and direction than Mr. Massaro was prepared to give. He had evidently **not** prepared her for the field trip to the child care center. A pre-trip conference in which he provided her with a checklist or some sort of guidelines for observing **his** role on the field trip could have made this a better learning experience for his student teacher. In addition, his guidance for next week's trip leaves much to be desired. Both Mr. Massaro and Ms. Hughes had trouble coming up with items to discuss; again, the use of conference planning forms could help ensure that important subjects are covered, and that both participants know what steps are to be taken next.

Mr. Massaro did seek Ann's own ideas and suggestions, was supportive of them, and encouraged her to try out her plans. But, his suggestion that she "work up something" to do the day before is rather vague, and we have no idea whether Ann feels confident enough to do this, or even whether she really understands exactly what it is Mr. Massaro expects her to do.

Too many details concerning the way to conduct effective field trips and the trip planned for next week have not been covered. What arrangements have been made with the Montessori School? Has the school been informed of the objectives of the trip? If so, and if they have indicated what they plan on showing the students and discussing with them, then Mr. Massaro should have shared this information with his student teacher. In addition, he should have given her more guidance in planning her pre-trip lesson. If not, then he should have explained her responsibilities in communicating with the school, and coordinating the field trip and classroom activities.

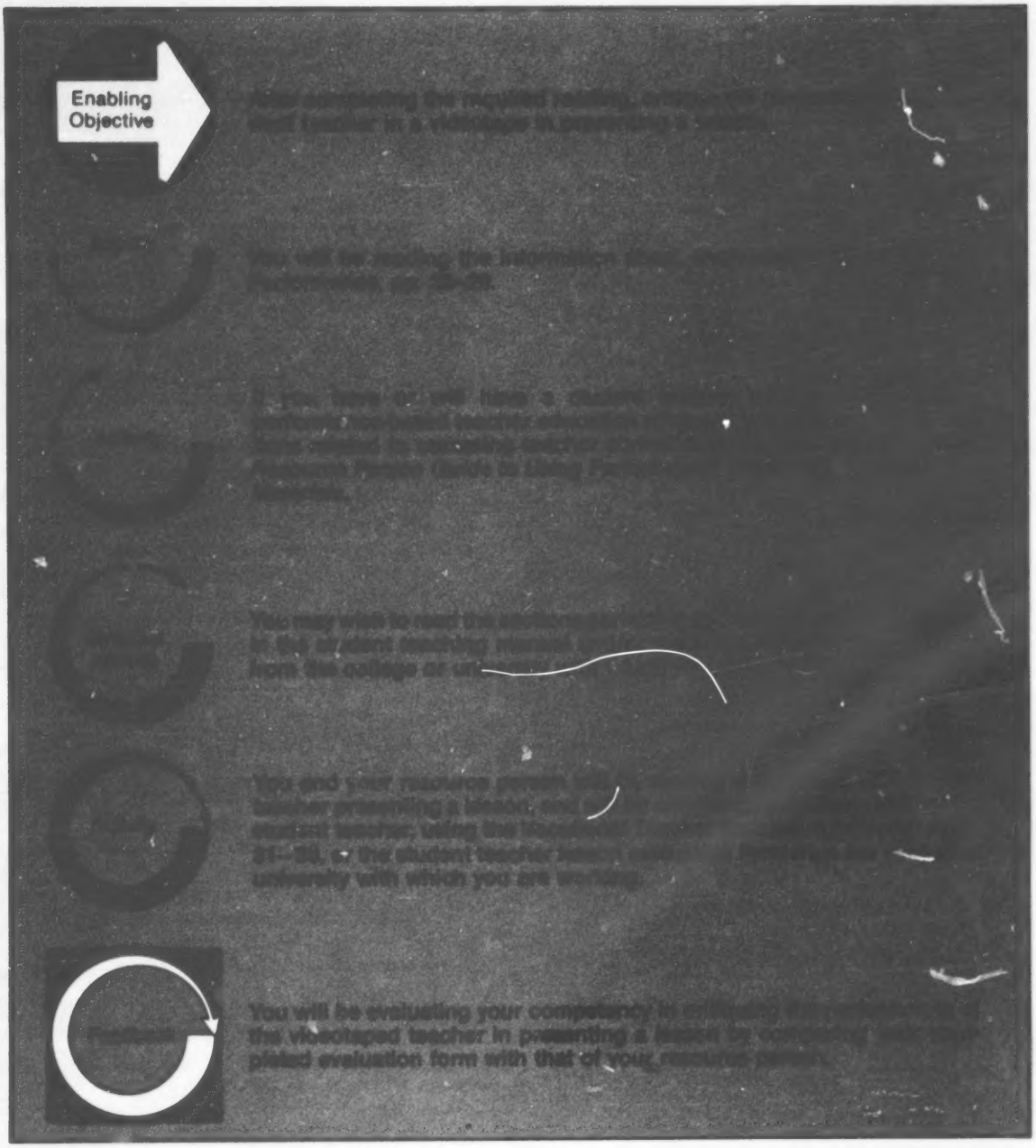
Overall, Mr. Massaro has not done a very effective job of student teacher supervision in this case. Holding regular conferences is not enough—adequate preparation, guidance, and follow-up is necessary if these conferences are to achieve their purpose in the student teaching experience.

LEVEL OF PERFORMANCE: Your completed critique should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Conducting Student Teaching Conferences, pp. 18–22, or check with your resource person if necessary.

NOTES

Learning Experience III

OVERVIEW



Activity

For information on the elements of an effective program of student teacher evaluation, read the following information sheet:

EVALUATING STUDENT TEACHER PERFORMANCE

Without continuous, planned evaluation from the cooperating teacher, the value of student teaching is greatly reduced. One of the main purposes of the student teaching experience is to allow the cooperating teacher to share his/her experience and guide student teachers in evaluating their own progress.

Cooperating teachers are key persons in student teacher evaluation. They are in close, regular contact with the student teacher. In addition, they know and understand the students and subject matter with which the student teacher is working.

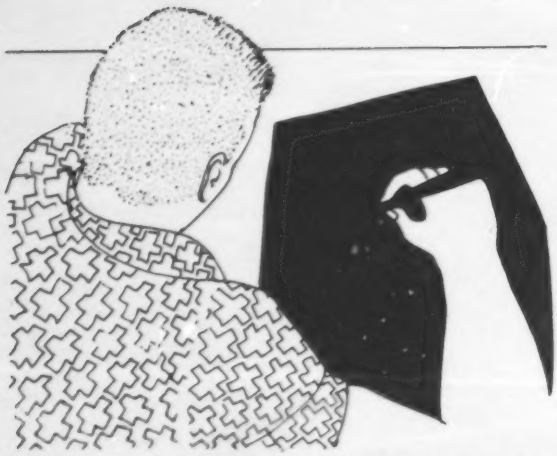
Student teachers are concerned with their progress. They want, and expect, to be told when they are doing well and when they need more work in certain areas. Some cooperating teachers look upon evaluation as a painful process and seek to avoid it. We do not do student teachers a favor, however, by accepting less than competent teaching performance in the name of sparing someone's feelings. **Constructive** criticism should be based on fact and rational judgment. It should be given on a regular basis, not heaped on the teacher all at once after a long period in which he/she assumed his/her performance was satisfactory. In addition, it should be combined with positive reinforcement. To the student teacher, it can mean the difference between professional growth and stagnation—between competent teaching and haphazard time-serving.

Thus, evaluation involves more than a summary report or a grade. It is a continuous process interwoven into the entire student teaching experience. Preplanning the evaluation process is, therefore, very important.

Meaningful evaluation is based on certain principles. As a cooperating teacher, your understanding of the following principles should be revealed in the way in which you conduct student teacher evaluation.

- **Evaluation is a continuous process.**—You should schedule frequent, regular conferences throughout the student teaching experience.
- **Evaluation is a cooperative process.**—Evaluation plans should be reviewed with the student teacher, and adapted or changed to meet his/her individual needs.
- **Evaluation is an objective process.**—Checklists, rating scales, audiotapes, videotapes, etc., should be used during observation and recording of student teacher performance.
- **Evaluation is a process that is based upon specified objectives.**—The objectives should be made public to all persons involved in the evaluation process.
- **Evaluation is best conducted as an open process.**—The student teacher's progress toward achieving objectives should be shared with all involved.
- **Evaluation is a process designed to encourage self-evaluation.**—The skills and techniques essential to good teaching should be shared with the student teacher, and he/she should be assisted in objectively evaluating his/her own performance.

Most cooperating teachers find that a written record of the student teacher's progress and achievements eases the process of evaluation. This may be in the form of an anecdotal record in which the cooperating teacher makes periodic entries. It may be completed in addition to the con-



ference planning form shown in Sample 3. Information pertaining to interpersonal relations between the student teacher and the school students, the cooperating teacher, and related personnel is often included in anecdotal records.

While evaluation instruments or forms will never, by themselves, create an effective program of student teacher evaluation, their thoughtful and systematic use can increase the value of the total student teacher experience. A well-written evaluation instrument, which identifies the specific competencies which the cooperating teacher should be observing and recording, can sharpen and improve the evaluation process. It can help you to think in terms of objective, observable **performance** rather than vague, subjective **feelings** about the student teacher's work. During the evaluation conference, a completed instrument provides a reference which you and the student teacher can review to discuss performance and to plan future proficiency. In addition, student teachers can self-evaluate using the instruments to help gain realistic insights into themselves as teachers.

Evaluation instruments vary a great deal in format, applicability, and usefulness. They can be short or long, detailed or generalized, appropriate for one subject or another. Perhaps all of them fall short in coming to grips with the elusive qualities that go into making an effective teacher. Since there is no one best form, the cooperating teacher would be wise to inspect several and try out the ones that appear most useful.

In examining the instruments, look for criteria that are needed in the vocational service area and teaching setting in which you work. Because vocational teachers typically use a variety of teaching approaches, it might be necessary to find separate evaluation instruments **specifically designed** to rate a demonstration, a related lesson, laboratory work, or general teacher characteristics.

There are a number of sources of student teacher rating instruments that may be helpful. Professional education texts frequently include a suggested form, as do articles on student teaching in the professional periodical literature. Such forms are often made a part of the student teaching manual of the college or university program of student teaching.

Extremely valuable resources exist in the teacher performance assessment forms that are built into every performance-based teacher education module. These are designed to be comprehensive and objective, and have been developed specifically for vocational teachers. Performance rating forms are available for most teacher activities in which your student teacher will participate.

Some cooperating teachers tend to overrate their student teachers. This may be because the cooperating teacher has developed a close and friendly personal relationship with the student teacher that makes it difficult to be objective. Some cooperating teachers feel they have a personal stake in the success of their protégé and assume that a low rating of the student teacher reflects inadequacy on themselves. This kind of thinking tends to hinder effective evaluation.

In any case, there is little to be gained in giving student teachers uniformly and indiscriminately high scores on all criteria. The "ceiling effect" comes into play, with student teachers having no area in which to work toward further progress or improvement. Top ratings can give student

teachers an unrealistic impression of themselves as teachers and of what they can expect of the future. The cooperating teacher's difficult task, then, is to recognize outstanding areas of the student teacher's development, and yet identify in the ratings those areas where the student teacher needs to make continued effort to achieve real proficiency.

If you have or will have a student teacher who is involved in a PBTE program, read sections related to assessing teacher performance in Hamilton and Quinn, *Resource Person Guide to Using Performance-Based Teacher Education Materials*. Note especially sections covering the use of the Teacher Performance Assessment Form and arranging for the final assessments of student teacher performance.

You may wish to obtain the student teaching manual and/or the cooperating teacher manual from the college or university for which you will serve as cooperating teacher. Read the sections pertaining to student teacher evaluation.

Arrange through your resource person to view a videotape of a student teacher presenting a lesson. Your resource person may have such videotapes in his/her files, or may be able to obtain one from the teacher education institution. (These materials are often called "protocol materials.")

Both you and your resource person should view the videotape and individually evaluate the student teacher's performance, recording your evaluations on separate copies of one of the following:

- the Vocational Teacher Evaluation Instrument (two copies are provided in this learning experience)
- the Teacher Performance Assessment Form(s) from a module(s) (in the Professional Teacher Education Module Series) covering the teaching technique(s) being used by the student teacher in the videotape
- the student teacher lesson evaluation form from the college or university with which you are or will be working

After you and your resource person have viewed the videotape and completed your evaluation forms, compare your ratings on the evaluation instrument with the ratings given by your resource person on his/her evaluation instrument. Your ratings of the student teacher's performance should be similar to those given by your resource person. Discuss any discrepancies with your resource person, and determine what additional activities you need to complete in order to reach competency in any weak areas identified.

VOCATIONAL TEACHER EVALUATION INSTRUMENT

Directions: Indicate the level of the student teacher's proficiency in performing each of the following items involved in presenting a lesson by placing an X in the appropriate column under the LEVEL OF PERFORMANCE heading.

Name _____

Date _____

Lesson Topic _____

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In the introduction, the student teacher:						
1. related the lesson to past experiences	☐	☐	☐	☐	☐	☐
2. stated explicitly the objectives of the lesson	☐	☐	☐	☐	☐	☐
3. made clear the importance of the objectives	☐	☐	☐	☐	☐	☐
4. made clear how the student can achieve the objectives	☐	☐	☐	☐	☐	☐
In the presentation portion of the lesson, the student teacher:						
5. developed the lesson in a logical sequence	☐	☐	☐	☐	☐	☐
6. presented material one step at a time	☐	☐	☐	☐	☐	☐
7. exhibited enthusiasm and dynamism	☐	☐	☐	☐	☐	☐
8. communicated information articulately and skillfully	☐	☐	☐	☐	☐	☐
9. used illustrations, examples, analogies, etc.	☐	☐	☐	☐	☐	☐
In the application portion of the lesson, the student teacher:						
10. provided students with an opportunity to demonstrate whether learning had occurred	☐	☐	☐	☐	☐	☐
11. encouraged students to practice the learning	☐	☐	☐	☐	☐	☐
In the summary portion of the lesson, the student teacher:						
12. had students summarize key points	☐	☐	☐	☐	☐	☐
13. ensured that all key points in the lesson were clarified	☐	☐	☐	☐	☐	☐
Overall, the student teacher:						
14. used varied instructional materials, devices, and techniques	☐	☐	☐	☐	☐	☐
15. exhibited teacher-student rapport	☐	☐	☐	☐	☐	☐
16. provided an opportunity for student involvement and participation	☐	☐	☐	☐	☐	☐

NOTES

VOCATIONAL TEACHER EVALUATION INSTRUMENT

Directions: Indicate the level of the student teacher's proficiency in performing each of the following items involved in presenting a lesson by placing an X in the appropriate column under the LEVEL OF PERFORMANCE heading.

Name _____

Date _____

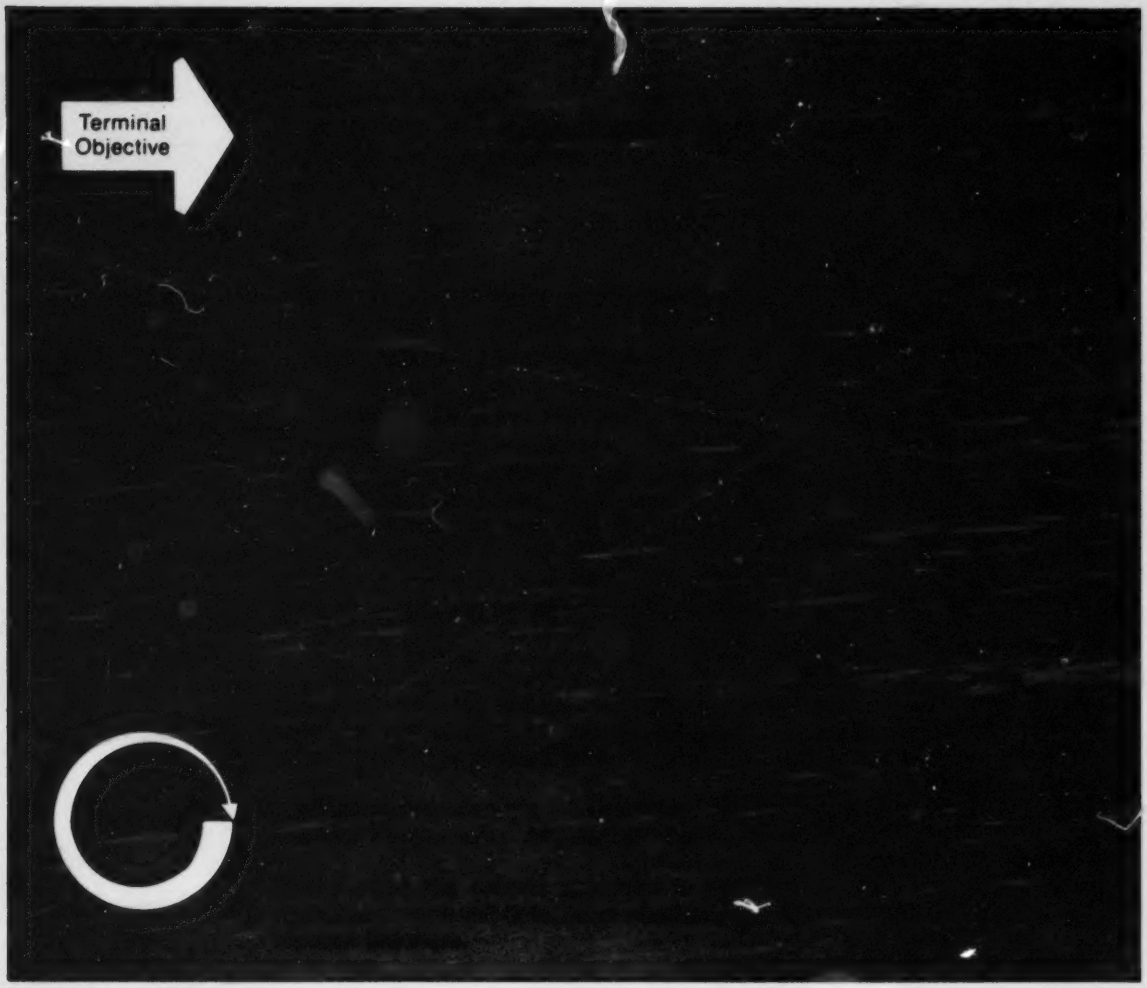
Lesson Topic _____

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In the introduction, the student teacher:						
1. related the lesson to past experiences	☐	☐	☐	☐	☐	☐
2. stated explicitly the objectives of the lesson	☐	☐	☐	☐	☐	☐
3. made clear the importance of the objectives	☐	☐	☐	☐	☐	☐
4. made clear how the student can achieve the objectives	☐	☐	☐	☐	☐	☐
In the presentation portion of the lesson, the student teacher:						
5. developed the lesson in a logical sequence	☐	☐	☐	☐	☐	☐
6. presented material one step at a time	☐	☐	☐	☐	☐	☐
7. exhibited enthusiasm and dynamism	☐	☐	☐	☐	☐	☐
8. communicated information articulately and skillfully	☐	☐	☐	☐	☐	☐
9. used illustrations, examples, analogies, etc.	☐	☐	☐	☐	☐	☐
In the application portion of the lesson, the student teacher:						
10. provided students with an opportunity to demonstrate whether learning had occurred	☐	☐	☐	☐	☐	☐
11. encouraged students to practice the learning	☐	☐	☐	☐	☐	☐
In the summary portion of the lesson, the student teacher:						
12. had students summarize key points	☐	☐	☐	☐	☐	☐
13. ensured that all key points in the lesson were clarified	☐	☐	☐	☐	☐	☐
Overall, the student teacher:						
14. used varied instructional materials, devices, and techniques	☐	☐	☐	☐	☐	☐
15. exhibited teacher-student rapport	☐	☐	☐	☐	☐	☐
16. provided an opportunity for student involvement and participation	☐	☐	☐	☐	☐	☐

NOTES

Learning Experience IV

FINAL EXPERIENCE



*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Supervise Student Teachers (I–8)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
In supervising the student teacher, the teacher:						
1. worked in cooperation with the college supervisor to provide learning experiences and guidance	☐	☐	☐	☐		
2. selected, in cooperation with the student teacher, instructional techniques to demonstrate	☐	☐	☐	☐		
3. prepared the student teacher to observe the demonstrations by:						
a. explaining the importance of the techniques in effective vocational teaching	☐	☐	☐	☐		
b. explaining the choice of teaching strategy or approach	☐	☐	☐	☐		
c. reviewing unit and lesson plans with the student teacher	☐	☐	☐	☐		
d. providing checklists to guide the student teacher in observing the demonstration	☐	☐	☐	☐		
4. demonstrated a wide variety of instructional techniques	☐	☐	☐	☐		
5. held a follow-up conference after each demonstration which included:						
a. a review of the lesson and the technique which had been demonstrated	☐	☐	☐	☐		
b. a discussion of ways in which the student teacher could incorporate the technique into his/her own teaching	☐	☐	☐	☐		
6. displayed a high level of skill in using each instructional technique	☐	☐	☐	☐		
7. early in the student teaching experience, scheduled a series of conferences on the planning, execution, and evaluation of teaching	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
8. conducted the planned conferences including:						
a. preparing adequately for each conference	☐	☐	☐	☐		
b. providing an appropriate physical setting for the conferences	☐	☐	☐	☐		
c. reviewing with the student teacher the topic or goal of each conference	☐	☐	☐	☐		
d. giving the student teacher the opportunity to express his/her concerns, anxieties, or satisfactions	☐	☐	☐	☐		
e. maintaining a positive, supportive attitude	☐	☐	☐	☐		
f. eliciting ideas for self-improvement from the student teacher	☐	☐	☐	☐		
g. suggesting possible courses of action and/or alternative solutions to teaching problems	☐	☐	☐	☐		
h. keeping a record of all conferences held, including any plans or decisions made	☐	☐	☐	☐		
9. established evaluation as a continuous process throughout the student teaching experience	☐	☐	☐	☐		
10. made evaluation a cooperative activity involving the student teacher, the college supervisor, and the cooperating teacher	☐	☐	☐	☐		
11. used audiotapes, videotapes, and evaluation instruments to aid objectivity and accuracy in observing and recording student teaching performance	☐	☐	☐	☐		
12. kept a written record of student teacher progress and achievement	☐	☐	☐	☐		
13. created an open evaluation environment and made the results of evaluation available to the student teacher	☐	☐	☐	☐		
14. encouraged self-evaluation by the student teacher	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).